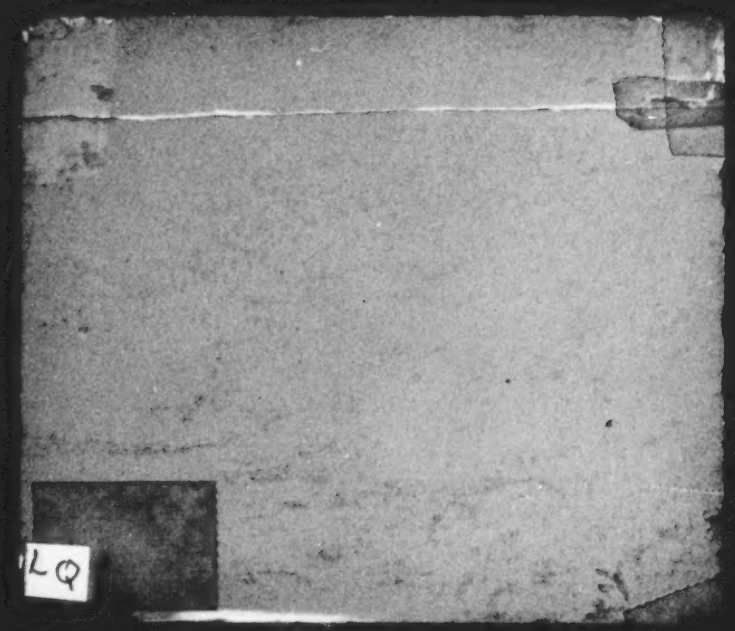

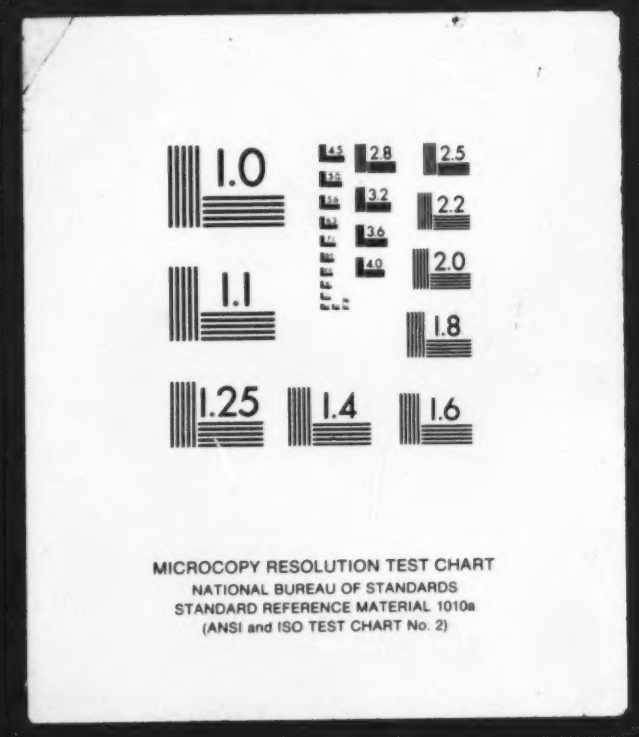
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ABSTRACT

The paper assesses an effort by the elementary school system of Hammond, Indiana, to develop and implement an educational program to improve children's attitudes toward animal life. Three levels of humane education treatment were introduced. The first level, introduced in seven schools, consisted of an intensive program involving humane education materials and a speaker who presented a planned program to students. The second level, also offered in seven schools, involved a less intensive program in which children were exposed to educational materials but not to speakers. The final level, in which six schools were involved, was characterized by control groups of students who were exposed neither to educational materials nor speakers until after the program assessment was over. The principal evaluative data were the tests administered to students by classroom teachers in the ordinary classroom situation. Test instruments were the Fireman Test and the Good Ideas and Bad Ideas Test. Findings from statistical analysis of test results indicated that there were no appreciable differences on test scores among students in any of the three groups. In other words, the control group did just about as well as either of the groups that participated in humane education programs. The conclusion is that there is no reasonable basis for expectation of improvement in children's attitudes toward animal life as a result of humane education programs. The implication is that humane educators should try other strategies, including, for example, visiting schools to talk with teachers and principals to find out what factors make students in one school score higher on humane knowledge and attitude tests than students in other schools who have been exposed to similar educational programs. (DB)

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THE HAMMOND HUMANE EDUCATION PROJECT

(Final Report)

1979

Edward L. Vockell
Purdue University Calumet

E. Frank Hodal
HEED, Inc.

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THE HAMMOND HUMANE EDUCATION PROJECT

(Abstract of Final Report)

Edward L. Vockell
Purdue University Calumet

E. Frank Hodal
HEED, Inc.

To ascertain the effectiveness of humane education programs, three levels of a humane education treatment were introduced throughout the Hammond elementary school system. The programs introduced into the classrooms were typical of high quality, one-shot humane education programs throughout the country.

The results indicate that the "intensive" program (speaker plus humane education materials) was not at all superior to the "light" program (humane education materials but no speaker). Moreover, in most cases the control group did as well as either of the groups that received the programs.

The results suggest that one-shot humane education programs like the ones conducted in the study do not have impressive attitudinal effects. Humane educators should try other strategies if they expect to improve children's attitudes toward animal life.

The present study was undertaken to ascertain the effectivness of Humane Education programs normally administered in American schools. Typical high quality humane education programs were designed and administered throughout the Hammond public school system. In one set of schools an "intensive" program was administered. In these schools, humane education materials were made available; and in addition, a speaker actually came into the room to present a planned presentation to the students and talk to them about the value of animal life. In another set of schools, a "light" program was administered. In these schools, humane education materials were made available, but no presentation by any speaker was given to the students. In the "control condition" no materials of any kind were given until after the program was over.

The results of such a study are useful to the extent that they can be generalized beyond the original experimental situation. In order to make our results as generalizable as possible, we standardized the procedures and eliminated as many subjective elements as we could. For example, in the "intensive treatment" the training of the presentors and the actual implementation of the treatment were accomplished by HEED, Inc. without the assistance or without interaction with the evaluator of the program. The people who gave the presentations in the "intensive treatment" spent several months in training before they went into a classroom. When they went into the classrooms they went in with the capability and expectation to provide a high quality program which could bring about significant changes in the classroom. The quality of these presentations is attested to be the fact that school administrators stated that they had heard "many good things and absolutely no bad things from the teachers about the presentations." The administrators

told us that this was the sort of information they normally received after they had met with a relatively successful program.

When the evaluation was conducted it was under the direction of a professor from Purdue University. It was done in such a way so as to be an impartial evaluation, not contaminated by any "expectancy" effects which might arise if the person performing the evaluation had been part of the same group who designed the presentations and implemented the program.

In both the "intensive" and the "light" treatments the humane education material used was provided by the Pet Food Institute, the Humane Society of the United States, and American Humane. These materials are widely recognized as being among the best materials of this type available in the country. Therefore it is assumed that this treatment was a treatment of very high quality. In the "control condition" no attempt was made to provide any additional humane education beyond that which might normally or accidentally occur in any given classroom.

The principal evaluative data were the tests administered in the classrooms to the students. Attempts to collect additional data by such methods as a door-to-door survey administered in the neighborhoods from which the school populations were drawn and analysis of library reading habits of the children were abandoned because of logistical problems.

The tests administered in the classrooms were the Fireman Tests and the Good Ideas and Bad Ideas Test. The psychometric qualities of these tests are discussed elsewhere (Vockell, 1979). These tests were administered by the classroom teachers in the ordinary classroom situation. The tests were delivered to each of the schools with a set of instruction. Previous field testing had shown that teachers were able to administere these effectively.

Results and Discussion

Seven schools received the intensive treatment, seven received the light treatment, and six schools were designated as control schools. Participation in the testing was voluntary. It was possible to collect data at all seven intensive schools, but only at five of the light schools and five of the control schools. A brief examination of the reasons for the failure of the other three schools to participate in the data collection indicated that this nonparticipation probably did not result in a bias which could contaminate the results of the research project. The reason all three of these schools gave for not participating was that the teachers felt the humane attitudes tests would interfere with other testing projects already scheduled in their schools. In all three cases, the decision not to give the tests was made without even examining the tests: the teachers would have resisted any further tests. Hence it is unlikely that a bias influencing the study arises from the non-participation of these schools. Since it seemed intuitively obvious that the schools that participated provide a representative (though non-random) sample, it was decided to continue with the evaluation without disturbing the schools which were hesitant to participate.

When the students took the tests, they took either a Johnny and the Fireman Test or a Billy and the Fireman Test. (The Johnny or Billy test was assigned at random to each classroom.) In addition, if their reading ability suggested they were capable of taking it validly, the students took a Good Ideas and Bad Ideas Test. This is mentioned to explain the apparent disparity in numbers between the numbers of people taking the various tests at various schools.

(In examining the tables and figures, note that the Good Ideas and Bad Ideas Test has two scores. The "A-Scale" indicates the overall number of favorable responses given towards animals. The "H-Scale" is a "corrected score": it attempts to adjust for a social desirability response bias. This process is explained in greater detail in Vockell [1979]).

The test results are summarized in Table 1 and in Figures 1 and 2. If the programs would have had their expected level of effectivness, we would expect to see the students who received the "intensive treatment" scoring the highest on each of the variables. The students experiencing the "light treatment" should score second highest. The students in the control group, who received no treatment, should score the lowest on each of the variables. An examination of the data indicates that this was not the case. Although, on some variables, the schools in the "light treatment" scored significantly higher than the other groups. In no case did the "intensive" group score significantly higher than the "light" group. In most cases, the "intensive" group failed to score significantly higher than even the control group. Since the validity of the testing instruments is well established elsewhere (Vockell, 1979), these results would seem to indicate that the "intensive treatment" did not produce more signifant improvement in attitudes than did the "light treatment" or even no treatment at all. In addition, it seemed the results indicate that it is doubtful that even the "light treatment" produced significant improvement in attitudes.

Insert Table 1 and Figures 1 and 2 Here

At first glance, it might seem that accepting these results would be equivalent to saying that the humane education programs were essentially a waste of time. Although these programs may have been unproductive, it is still possible that beneficial results may have occurred which were not measured by the study. For example, it is possible, although not proved, that students who already had good attitudes, by experiencing this program, acquired information which will enable them to put their good attitudes into action

more effectively than they would have been able to without the program. However, such results are mere conjecture and should be examined in other studies. Such a conclusion cannot be established from the present results.

Table 2 and Figures 3 to 5 present comparisons of the students' performance on the test from the different schools within each of the groups. A brief examination of these data will indicate that there were actually greater differences between the students within each of the experimental groups than there were between the experimental groups. For example, in the control group School Number Three consistently scored far below each of the others schools on each of the variables, whereas schools number One and Five consistently scored higher. Similar patterns of differences can be seen elsewhere in this table. These within-group comparisons lead to an interesting conclusion. The data from Table 1 would seem to indicate that relatively short term humane education programs do not produce significant effects upon the students, whereas the data from Table 2 indicates that relatively large differences already exist. This means that the differences that exist came about for reasons other than specific attempts by humane agencies at humane education. As part of a follow-up to the present study, it might be desirable to visit the schools more intensively to talk to the teachers and principals and to find out what factors exist which make the students in one school score high on the test, whereas students in the other school score lower on the same test. If these factors can be ascertained, it might be possible to start inducing the factors which seem to produce good attitudes into the other schools on a more widespread basis.

Table 3 and 4 present the results of a grade-by-grade comparison. Although there are some statistically significant results, there is no consistent pattern. The conclusions that can be drawn from these results are somewhat ambiguous. These results do not clearly support the previous finding of Sanders (1973)

that beyond a certain age children's attitudes tend to deteriorate as they grow older.

The results of the present study indicate that the humane education programs which were implemented did not have an impressive effect on improving the attitudes of the students involved in the study. Since the programs were designed to be relatively typical of what normally goes on in humane education, it can probably be concluded that most programs throughout the country are equally unimpressive in their effects. While this is a strong conclusion, it should be pointed out that there is no existing evidence to contradict it. However, it should further be pointed out that this lack of evidence is the case only because no one else has ever conducted an evaluative study of a humane education program. It would obviously be useful to replicate this study under different circumstances to ascertain how widely generalizeable the results are.

CONCLUSIONS

If the present results hold up under further scrutiny, several courses of action would be possible. First, if humane organizations are seriously interested in changing attitudes of elementary school students, it seems that they should spend their time and energy doing something other than what is normally done in the schools as typified by the programs in this study. As the comparisons between schools within the various groups showed in this study, it is possible to have different attitudes. However, it is not likely that these attitudes will be changed by short-term intervention of the type that normally occurs.

To be successful, a program may need to differ radically from those which have normally been implemented in our schools so far.

Second, it is possible that the programs that have been implemented and were presented in this current study do have effects, but that these effects simply are not attitudinal effects. If this is the case, some way should be found to ascertain what these effects are and to find out whether or not they really do occur. In the past, humane educators have assumed that they have been causing improvements in attitudes. The present study failed to find such improvements. It would indeed be unfortunate if these "other" effects which are assumed to occur are actually as mythical as the attitudinal improvements that have been presumed to occur.

Third, it is possible that a complete shift in goals for humane educators is in order. Most of the current programs have as their goal "planting seeds." This essentially means improving attitudes, which will eventually result in improved behavior towards animals in the future. Even if a person never has an occasion to behave differently with regard to animals, a person with a favorable attitude will value animal life more highly. Without abandoning such an attitudinal goal, it might be useful to add additional goals, such as providing factual information and useful skills on how to go about implementing one's attitudes in the real life situation. By specifying the goals, it is possible that humane educators will be able to attain these goals more effectively. For example, psychological research has shown that different strategies are more useful in attaining a cognitive goal rather than an affective or attitudinal goal. If the goals could be more specific, then it's quite possible that more effective strategies can be implemented in attaining these goals.

It is of extreme importance to note that the only valid conclusion of the present research project is that a series of programs which were typical of what normally passes for humane education did not accomplish the desired goals. This suggests that if schools or humane organizations wish to pursue the goal of instilling more favorable humane attitudes in children, they should try strategies other than were implemented in this project. The results do not by any stretch of the imagination indicate that any other particular strategy does work better than the one implemented thoughout this project. To find out whether a different strategy does work, another study would have to be conducted.

Although the present study was conducted in the field of humane education, it is likely that there are implications for other fields as well. To the extent that any other attitude-change program is similar to the one described in this report, it is likely that this other program might be similarly ineffective. Schools and interested organizations often appear to promote such "one-shot" programs. For example, many police-relations, racial-harmony, and art-appreciation programs are similar in nature to the humane education programs examined in this study. Although the present study does not examine these other programs directly, the negative results do suggest that teachers, administrators, and other interested persons might want to examine the outcomes of such programs to ascertain whether or not they are actually accomplishing their desired goals.

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TABLE 1. GROUP COMPARISONS

	Intensive	Light	Control	Sig.
A-Scale	76.2	77.2	76.2	.05
H-Scale	6.81	7.12	7.90	.06
Johnny & Fireman	1.22	1.28	0.99	.002
Billy & Fireman	1.55	1.65	1.67	.24

DUNCAN MULTIPLE RANGE TEST RESULTS (.05 level)

A-Scale	Light differs from Intensive
H-Scale	Control differs from Intensive
Johnny & Fireman	Control differs from Light and Intensive

TABLE 2. SCHOOL COMPARISONS

(Intensive Treatment)

	Johnny	Billy	A	H
1. Spohn	1.08	1.71	71.7	3.5
2. Lafayette	1.00	1.27	74.9	5.6
3. Morton	1.33	1.60	77.9	8.80
4. Lincoln	1.72	1.57	78.2	8.31
5. Edison	1.23	1.86	75.3	8.63
6. Eggers	1.33	1.60	75.8	5.63
7. Wallace	0.90	1.39	76.3	5.21
(Sig.)	(.0001)	(.01)	(.0001)	(.0001)

(Light Treatment)

	Johnny	Billy	A	H
1. Harding	1.01	1.52	77.1	6.88
2. Scott	1.20	1.94	77.7	9.41
3. Riley		1.88	79.6	11.78
4. Kenwood	1.36	1.55	77.6	6.98
5. Irving	1.44	1.76	76.4	5.64
(Sig.)	(.08)	(.11)	(.32)	(.0003)

(Control Group)

	Johnny	Billy	A	H
1. Franklin	1.35	1.82	77.4	10.19
2. Columbia	1.00	1.61	74.5	8.32
3. Maywood	0.61	0.80	74.2	4.33
4. Orchard	1.11	2.02	78.2	8.40
5. Wilson	1.33	1.70	77.1	8.46
(Sig.)	(.0001)	(.0001)	(.0001)	(.0001)

TABLE 3. GRADE-BY-GRADE COMPARISON

	Johnny	Billy	A	H
Grade 3	1.05 (n=405)	1.57 (n=361)	75.5 (n=201)	6.48 (n=201)
Grade 4	1.24 (n=446)	1.50 (n=300)	76.7 (n=738)	6.93 (n=738)
Grade 5	1.22 (n= 64)	1.78 (n=376)	77.6 (n=443)	7.39 (n=443)
Grade 6	1.19 (n=292)	1.26 (n=329)	75.7 (n=603)	8.06 (n=603)
(Sig.)	(.10)	(.02)	(.0006)	(.05)

TABLE 4. GRADE-BY-GRADE COMPARISONS BROKEN DOWN BY TREATMENT GROUP

Intensive Treatment

	Johnny	Billy	A	H
Grade 3	1.10 (n=213)	1.53 (n=130)	73.8 (n= 47)	6.26 (n= 47)
Grade 4	1.28 (n=205)	1.40 (n=112)	76.7 (n=305)	6.89 (n=305)
Grade 5	1.32 (n= 19)	1.70 (n=186)	77.0 (n=215)	7.08 (n=215)
Grade 6	1.18 (n=154)	1.50 (n=185)	75.4 (n=332)	6.97 (n=332)
(Sig.)	(.48)	(.19)	(.03)	(.94)

Light Treatment

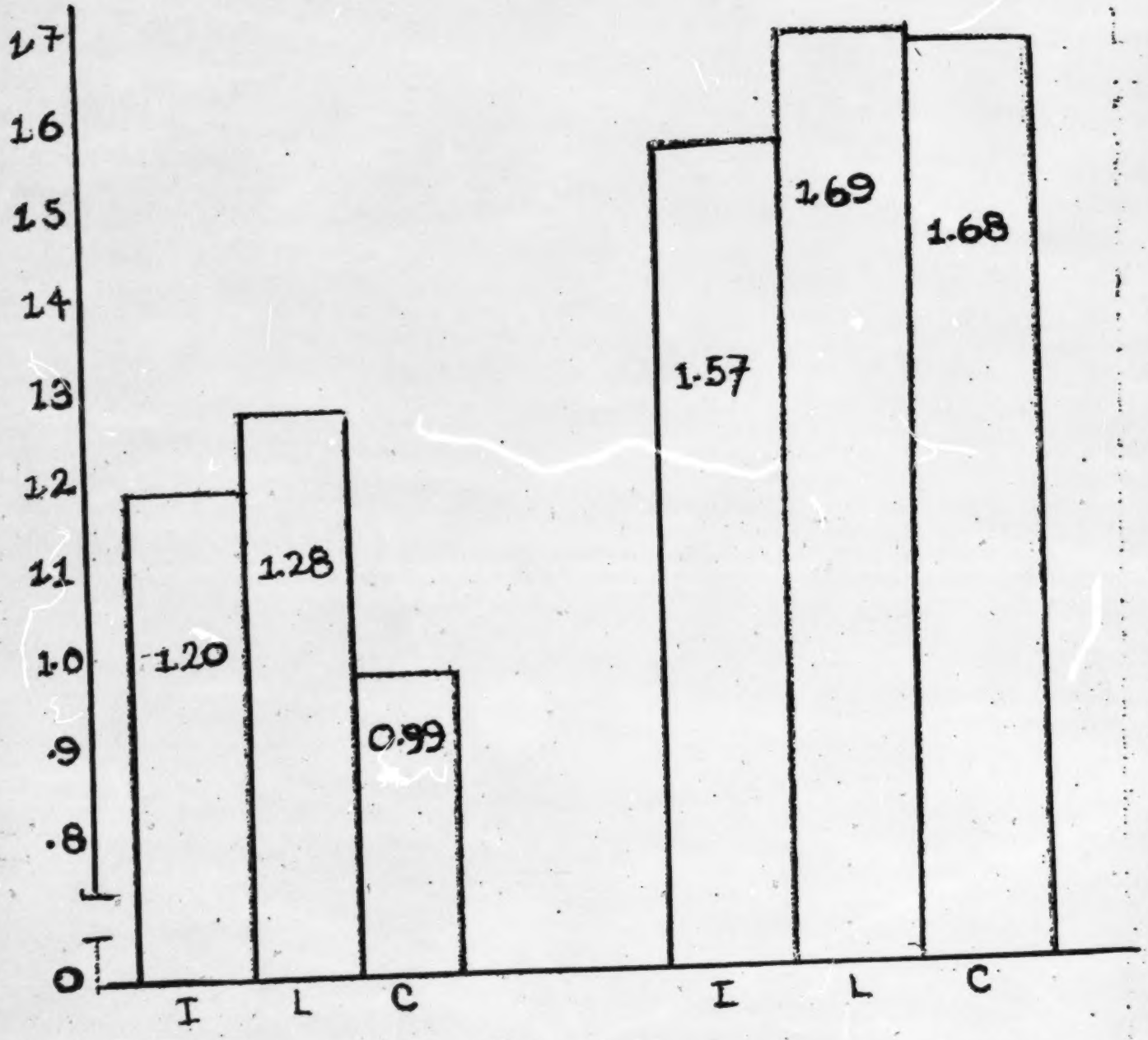
	Johnny	Billy	A	H
Grade 3	1.19 (n=109)	1.48 (n=103)	76.2 (n= 69)	5.75 (n= 69)
Grade 4	1.44 (n= 90)	1.62 (n= 81)	77.8 (n=176)	6.81 (n=176)
Grade 5		1.83 (n=140)	78.9 (n=140)	7.76 (n=140)
Grade 6	1.22 (n= 92)	1.72 (n= 76)	76.1 (n=154)	8.52 (n=154)
(Sig.)	(.27)	(.13)	(.006)	(.09)

Control Group

	Johnny	Billy	A	H
Grade 3	0.70 (n= 83)	1.69 (n=128)	75.8 (n= 85)	7.20 (n= 85)
Grade 4	1.05 (n=151)	1.50 (n=107)	76.0 (n=257)	7.06 (n=257)
Grade 5	1.78 (n= 45)	1.94 (n= 50)	77.0 (n= 88)	7.54 (n= 88)
Grade 6	1.13 (n= 46)	1.68 (n= 68)	76.4 (n=117)	10.53 (n=117)
(Sig.)	(.03)	(.21)	(.72)	(.007)

FIGURE 1

MEAN SCORES ON FIREMAN TESTS OF CHILDREN IN HAMMOND HUMANE EDUCATION STUDY.



I = INTENSIVE TREATMENT
L = LIGHT TREATMENT
C = CONTROL GROUP

FIGURE 2

MEAN SCORES ON GOOD IDEAS AND BAD IDEAS TEST OF CHILDREN IN HAMMOND HUMANE EDUCATION STUDY.

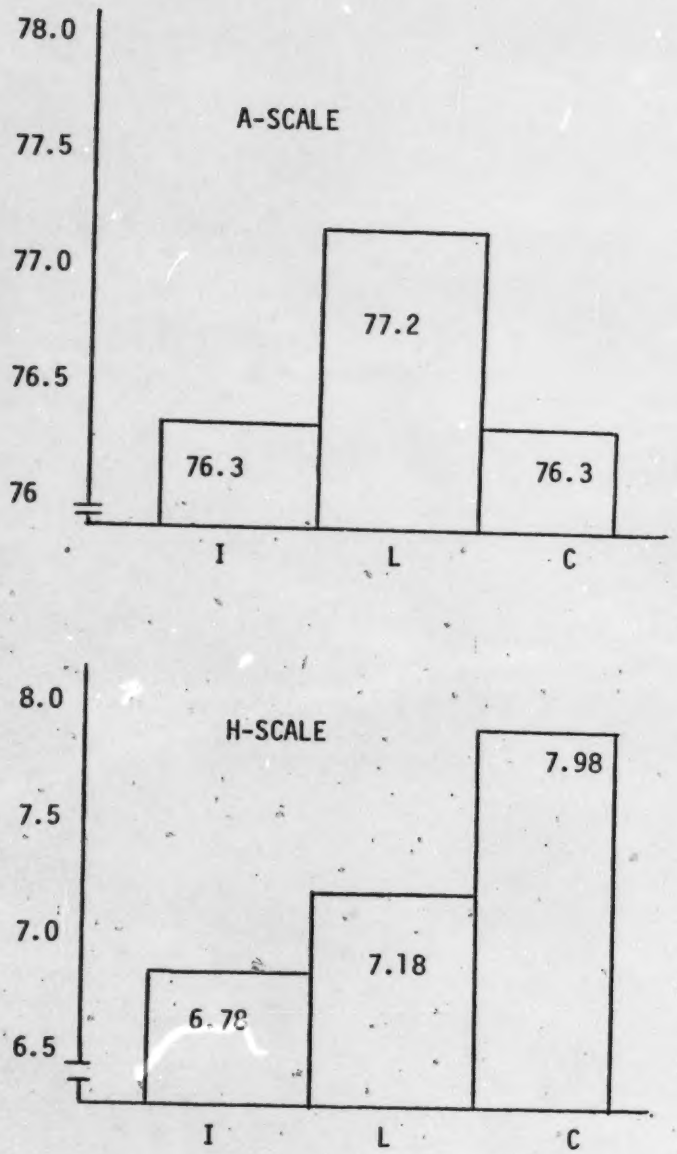
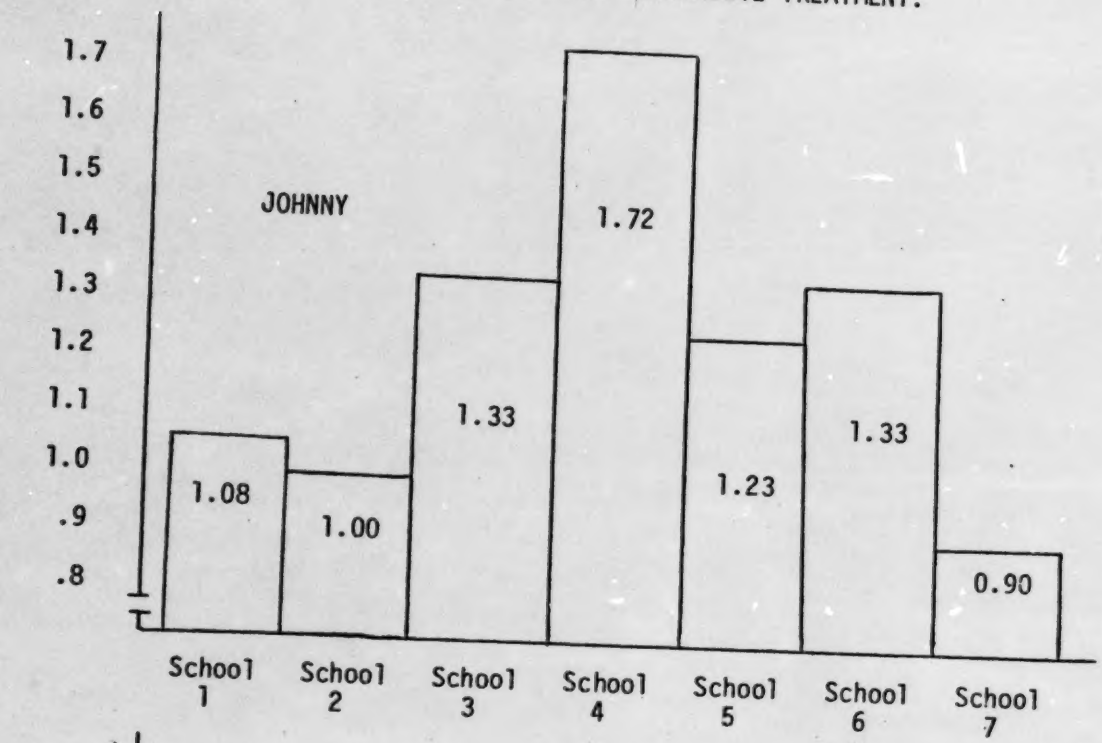


FIGURE 3. SCHOOL-BY-SCHOOL COMPARISON ON JOHNNY AND BILLY TESTS: INTENSIVE TREATMENT.



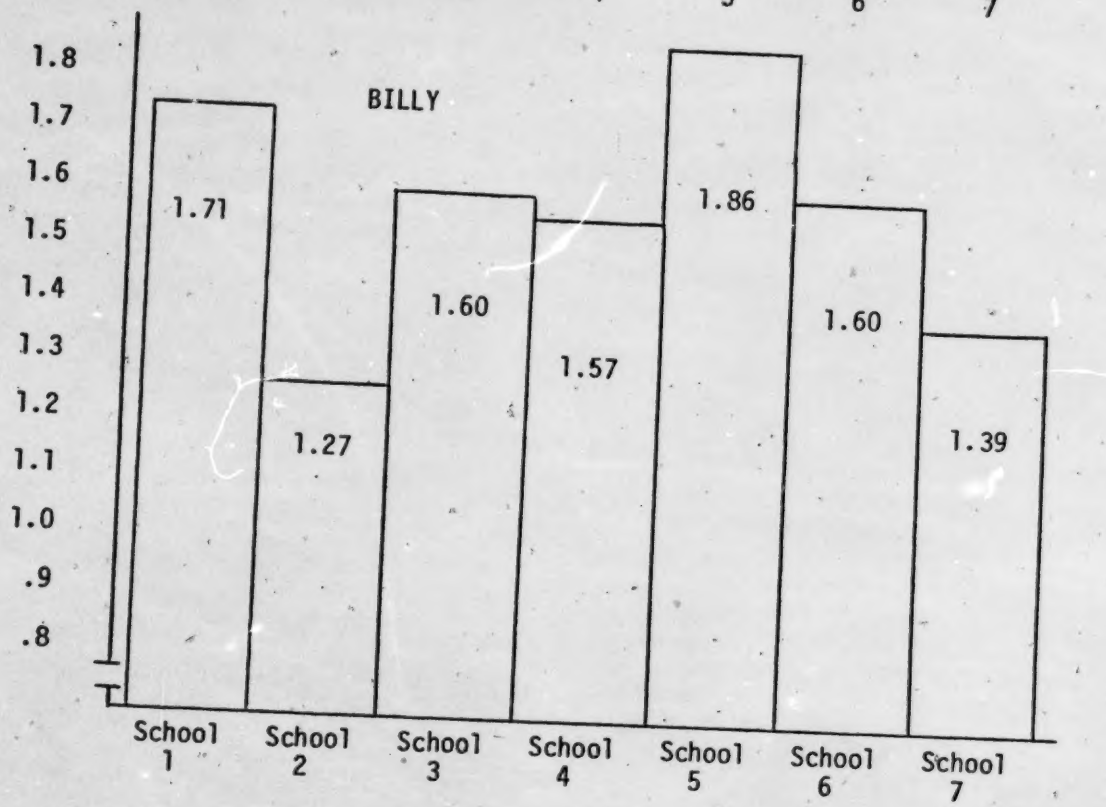
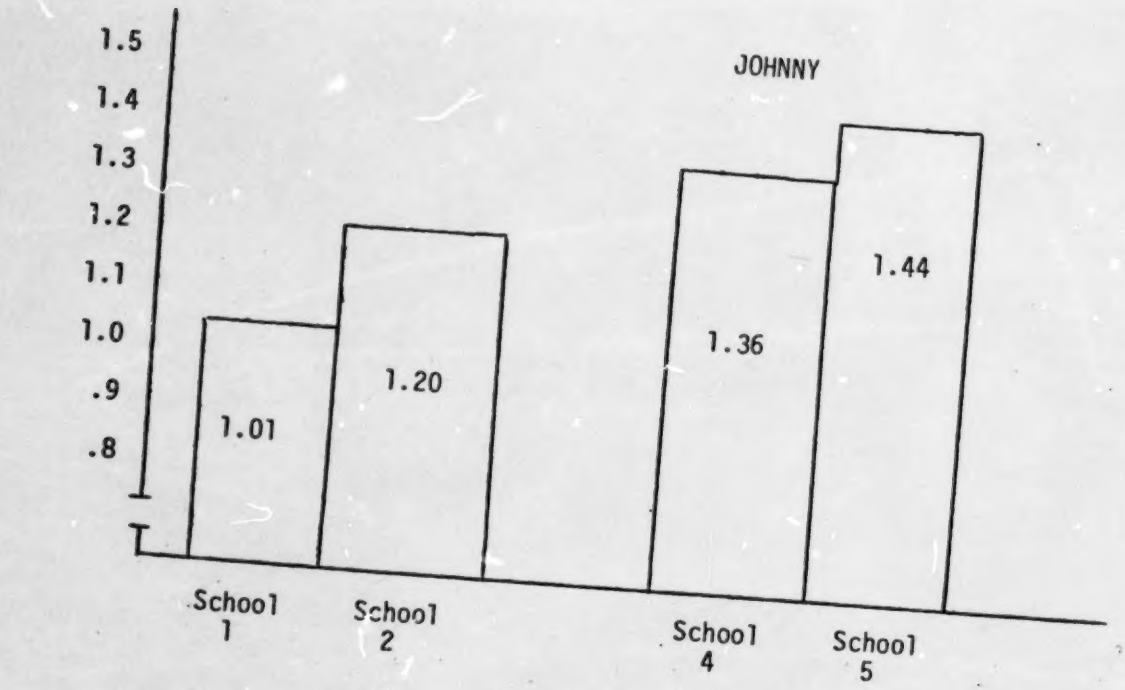


Figure 4. SCHOOL-BY-SCHOOL COMPARISON ON JOHNNY AND BILLY TESTS: LIGHT TREATMENT.



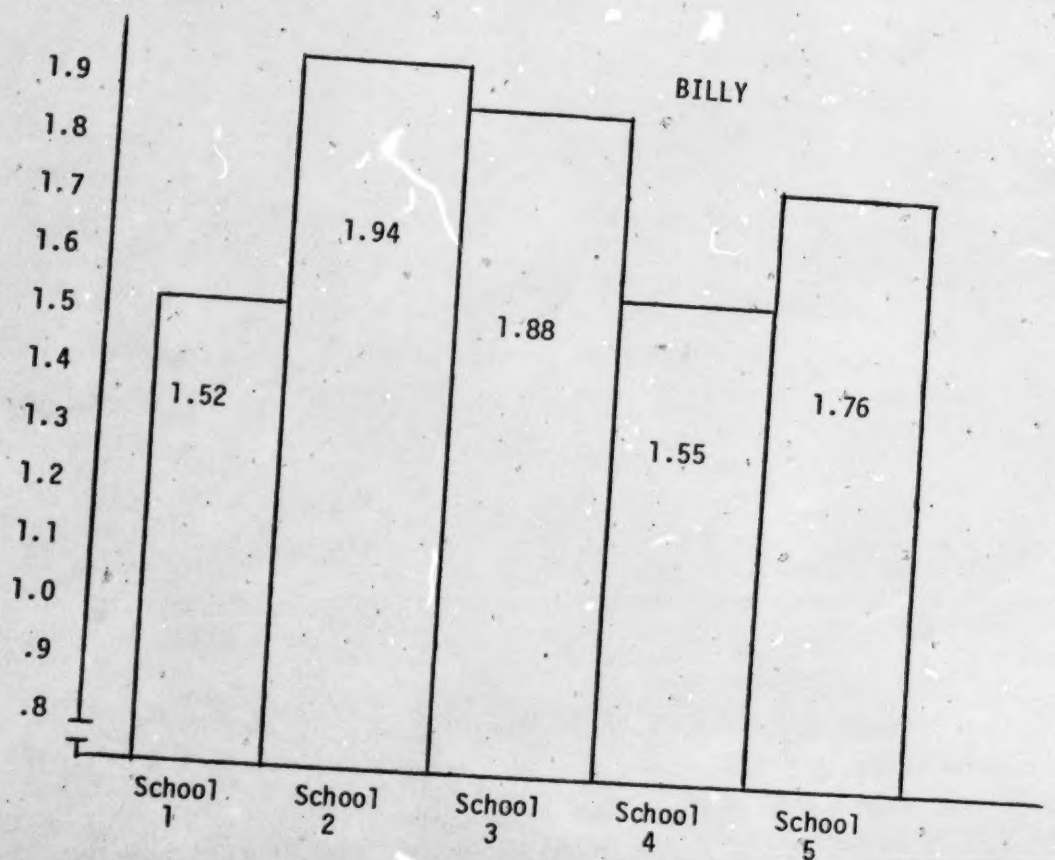


FIGURE 5. SCHOOL-BY-SCHOOL COMPARISON ON JOHNNY AND BILLY TESTS: CONTROL GROUP